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Current Events

[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; Walter Miller, the University of Missouri, Columbia, Mo., for the Southern States; and by Frederick C. Eastman, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Julianne A. Roller, Franklin High School, Portland, Ore., and to Miss Bertha Green, Hollywood High School, Los Angeles, Cal. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

California

The Classical Association of the Pacific States held its third annual meeting in Los Angeles on December 20 and 21, 1917. The sessions were well attended, and particularly noteworthy was the presence of many who were not teachers of the classics, about two hundred in all being in attendance at the opening session. Dr. W. A. Edwards, of Los Angeles, president of the Association, presided at the meetings. The program was as follows: "The Contribution of Ancient Greece to Modern Life," by J. Stitt Wilson, former mayor of the city of Berkeley; "Ancient City Planning and Some Modern Applications" (illustrated), by Professor H. R. Fairclough, of Stanford University; "Today's Demands on the Latin Teacher," by Professor A. F. Lange, director of the School of Education, University of California; "Some Reconstructions of Classroom Work," by J. E. Donaldson, of Fullerton Junior College; "Latin Programs," by Miss Josephine Arnoldy, of the Santa Ana High School; "The Women of Caesar's Family," by Professor M. E. Deutsch, of the University of California.

The report of the secretary-treasurer showed a membership of 204 on December 18, and a balance of \$33.43 on hand at the end of the fiscal year, August 31, 1917. A new contract was entered into with the University of Chicago Press.

The following officers were elected to serve during the year beginning September 1, 1918: President, Professor H. R. Fairclough, of Stanford University; members of the Executive Committee, Dr. W. D. Ward, of Occidental College, Mr. C. B. Gleason, of the San Jose High School, and Dr. A. P. McKinlay, of Portland, Ore.

Colorado

The University of Denver.—On December 17 the classes of the department of Latin began the celebration of the *Saturnalia* by the reading and discussion

of papers prepared by the students on the customs observed by the Romans at this feast and of the customs derived from it still prevailing all over Europe and America at the Christmas season. During the week, each day, some time was given to the translation of Latin hymns and Christmas carols. On Friday, the twenty-second, the last day before the Christmas vacation, an irruption was made into the classes in session in the departments of English, French, Spanish, and German, the Latin students passing little cakes and confections. The Latin delegations were preceded by stately maidens carrying tall candles. The English department requested the professor of Latin to give a talk explaining the customs of the *Saturnalia*; the work of the classrooms was completely broken up; the professor of English repeated the substance of the Latin professor's talk to the students of German; meantime the entire Latin department had repaired to a small chapel and were singing Latin carols and hymns. On their return to the Latin Room to finish the cakes and extinguish the candles, the *principes* from the other departments *gratulatum convenerunt*.

For this celebration there was placed in the Latin Room an exhibit of more than thirty photographs and reproductions of paintings of the Madonna done by renaissance and modern masters. At the close of the regular college chapel services a copy of the *Saturnalia* number of *ACTA LATINA* was passed to each student of the university. This is a sheet, a "House Organ," if you please, issued by the Latin department every now and then, the next occasion worthy of which may be St. Valentine's Day.

Connecticut

The annual meeting of the Connecticut section of The New England Classical Association was held this year on October 27 at the Connecticut College for Women at New London. Special attractions made this the most largely attended of all the Connecticut meetings. Doubtless a desire to see the new women's college brought some. But "The Trojan Women," admirably presented by college students Friday and Saturday nights, and the address of Professor Tinker, of the English department of Yale, each made this meeting especially memorable.

In the play no attempt was made at exact reproduction but rather to produce on a modern stage the Greek effect. With original music and scenery designed for this one event, no pains were spared to make the play a success. Professor Nye and her companions in the college well deserved the enthusiastic reception given by the large and delighted audience.

The regular session started Saturday morning at ten-thirty with an address of welcome from President Marshall. With the assurance that he believed mightily in the classics he stated his hope, not merely to maintain the classical course, but to blend all that Greek and Latin can contribute in the cultural growth of the college. There is something America needs from Latin and Greek. In the new lines along which this new college is moving he wants the women classically endowed.

The three papers which followed emphasized the practical side of Latin. Mr. Coffin, of the Hartford High School, and Professor Harrington, of Wesleyan, showed by conservative use of statistics which they had gathered from Connecticut schools and colleges either that pupils in these institutions who do not take Latin are mentally inferior or else that there is something in Latin which enables pupils to do better work in English. Perhaps the real truth lies in a middle ground. Mr. A. S. Perkins, of the Dorchester, Massachusetts, High School, while asserting to the full the utility of beauty, emphasized the study of Latin as making for utility, especially on the side of English vocabulary.

The morning session closed with Professor Tinker's address, a ringing call to arms in a common cause against present ideals in teaching. After showing by examples the absolute need of a knowledge of ancient classics to know the English classics, and raising the question from his own experience whether the teaching of Greek could not be made less fragmentary in nature, that pupils might realize that Greek or Latin is something they might read for pleasure, he expressed his amazement at the mildness of the teachers of Greek in the face of their challenge. It is theirs to put students in touch with the deposit of truth from the past. Three attitudes only from the past are eternally significant: first, Greece's, with her idea of law and a life dedicated to wisdom; second, Rome's, with her idea of the state; third, the Christian church's, with its life of holiness and the idea of repentance. Of these the Greek is first in point of time and interpenetrates the others. The glory of Hellas is the glory of a cloudless dawn. With its constant recuperative power shown in the past still undiminished it will renew itself. There is no fear of the permanent position of Greek.

After lunch, at which the visitors were guests of the college, there was a short afternoon session. Professor Macurdy, of Vassar, in a paper to be published, pleaded for a larger vision in classical teaching. Dr. Bridge, of Westminster School, in a paper entitled "The Stupidest of Losses," protested against the widely attempted redefinition of the A.B. degree which finds Greek no necessity. It is not too late to make a new alignment beside the few colleges still faithful. Dr. Bunnell, of Norwich Academy, after reviewing the Greek situation in some Connecticut schools, closed the meeting with a watchword of cheer for our fight for ideals in a materialistic age. "Fear not to touch the best; the Truth shall be thy war."

A hearty vote of thanks was given to the college and its president. It was left with the chairman, Miss Nye, to appoint the committee for the coming year.

Indiana

At the *Indiana State Teachers' Association*, held Thursday, November 1, 1917, the Classical Section rendered the following program: "The Relative Merits of Cicero and Verres as Connoisseurs of Art," by Professor Frank H. Cowles, Wabash College; "The Centurion in Caesar's Army," by Miss Ruth E. Watkins, Hillsdale High School; "A Latin League for Indiana," by

Professor J. J. Schlicher, State Normal School; "Possunt Quia Posse Videntur," by Professor H. J. Barton, University of Illinois, the guest of the Classical Section.

The following committee, one member for each congressional district, was appointed to look after the interest of Latin in the state: First District, Mara Harsha, Princeton; Second District, Ida Chenoweth, Washington; Third District, R. E. Cavanaugh, Salem; Fourth District, Katherine Quinn, Seymour; Fifth District, Mabel Bishop, Brazil; Sixth District, Elizabeth Smeltzer, Richmond; Seventh District, H. P. Shell, Indianapolis; Eighth District, Emma Peters, Muncie; Ninth District, Anna Claybaugh, Frankfort; Tenth District, Caroline Weems, Indiana Harbor; Eleventh District, Isabel Cadden, Logansport; Twelfth District, Lena Foote, La Grange; Thirteenth District, Stella Peede, Goshen.

Professors J. J. Schlicher, of the State Normal School, S. E. Stout, of Indiana University, and H. M. Gelston, of Butler College, were appointed members at large. Game's *Teaching of High-School Latin*, published by the University of Chicago Press, was selected as the 1917-18 Reading Circle book for Latin teachers. The Latin department of Shortridge High School, Indianapolis, was appointed to have charge of the department of exhibits. Professor S. E. Stout, of Indiana University, was selected to have charge of the department of experiments. Professor H. M. Gelston, of Butler, was elected president for 1917-18.

Michigan

Michigan State Normal College.—Last December the *Sodalitas Latina* gave J. J. Schlicher's "Saccus Malorum" before the general assembly in the Auditorium. The costuming and performance of the play were so excellent that they aroused great enthusiasm and offered convincing proof that Latin is far from being a dead language.

Miss Helen B. Muir, for many years assistant in Latin, has resigned. Her place has been taken by Miss Clara Janet Allison, who brings to her work high scholarship and a remarkable record of successful experience.

The University of Michigan.—The following course of illustrated lectures will be given in the Alumni Memorial Hall, University of Michigan, Tuesday, Wednesday, Thursday, and Friday, March 26-29, 1918, in connection with the Classical Institute Conference of the Michigan Schoolmasters' Club: "The Indigenous Gods of Rome and Italy"; "The Graeco-Italian Divinities"; "The Worship of the Emperors"; "The Oriental Cults."

The general subject of the lectures will be: "The Roman Religion from the Monuments," and the lecturer will be Professor Gordon J. Laing, of the University of Chicago.

Nebraska

Hastings College.—The Latin Club of Hastings College has maintained a high standard and splendid interest in the programs given during the present

year. The Christmas meeting was enlivened by quaint old Latin carols. The main address of the evening was by the instructor in Romance Languages on "The Influence of Rome on Spanish Holiday Customs." The January meeting was given by the four members of the Catullus class with the recital of poems from this poet and metrical translations. The February meeting was in charge of the Vergil class in the academy, and at the March meeting the Greek students will sing Greek songs and recite from Homer, while the address will be given by the English professor, who is an ardent supporter of Greek study. We find Brown's *Latin Songs* (Putnam's) and Miss Paxson's *Handbook for Latin Clubs* (Heath) very helpful in affording program material.

New Jersey

Princeton University is conferring the appropriate degree upon those of its students who would have graduated this year, but whose studies have been interrupted by their participations in the war. Following is the Latin formula used in the conferring of these degrees:

MORIBVS ANTIQVIS STABIT RES NOSTRA VIRISQUE
 PRAESES ET CVRATORES VNIVERSITATIS PRINCETONIENSIS
 OMNIBVS AEQVITATIS VERITATIS LIBERTATIS CVLTORIBVS
 SALVTEM IN DOMINO
 QVONIAM AEQVVM EST ET RATIONI PRORSVS CONSENTANEVM EOS
 STVDIOSOS ARTIVM ET SCIENTIARVM QVI BENE DE RE PVBLICA ET VNIVERSITATE
 FLAGRANTE BELLO MERVERINT ATQVE EX AVLIS NOSTRIS EXEVNTES SE PRO
 LIBERTATE OBTVLERINT PVBLICO ADFICIENDOS HONORE
 OMNIBVS NOTVM SIT PLACVISSE NOBIS IVVENEM BENE MERENTEM
[Name of candidate]
 IN VIAM AD GRADVM [degree indicated] INGRESSVM QUEM ETIAM EVNDEM GRADVM
 NISI A NOBIS CAUSA PATRIAE DISCESSISSET EMERITVRVM FVISSE CREDIMVS
 HOC FIDEI AC BENEVOLENTIAE NOSTRAE TESTIMONIO ADORNARE
 DEVS FAC SALVAM REM PVBLICAM

Tennessee

The twelfth annual meeting of the Tennessee Philological Association was held at Tennessee College and the Middle Tennessee State Normal, at Murfreesboro, Friday and Saturday, February 22 and 23. The papers of the program which were of special interest to classical students were as follows: "The Interpretation of Vergil's Fourth Eclogue," by R. S. Radford, University of Tennessee; "Greek Rhetoric and Historiography," by T. S. Duncan, University of the South; "Greek Vase Painting" (illustrated), by George B. Hussey, Cumberland University; President's address: "The Bay of Naples" (illustrated), by H. J. Bassett, Maryville College; "The Roman Farmer and the Moon," by Eugene Tavenner, Middle Tennessee State Normal; "The Use of Local Color in Ben Jonson's Catiline, and the Historical Accuracy of the Play," by Lynn H. Harris, University of Chattanooga; "The Andria of Terence as Basis for Steele's Conscious Lovers," by George C. A. Hantleman, Vanderbilt University; "Some Types of Ancient Epigram," by Thos. H. Billings, University of Chattanooga; "The Plautine Monologue: Its Dramatic Purpose," by Miss Emily H. Dutton, Tennessee College; "Quintilian a

Modernist," by C. E. Little, George Peabody College for Teachers; "Some Phases of Negation in Latin," by R. B. Steele, Vanderbilt University.

Texas

The Classical Sections of the State Teachers' Association, which recently met at Waco, held two sessions. The following program was presented at the first session: "The Minimum Library Equipment for the High-School Latin Course," by Miss Alice Cowan, of Trinity University; "Some Caesar Episodes," by Miss Ruby Terrell, Commerce Normal; "A Lesson in Vergil, Book IV, 305-324," by Professor E. W. Fay, University of Texas.

At the second session the first paper presented was by Professor J. Clyde Murley, of the Southern Methodist University, on "Some Unintentional Services from Our Critics." A program on the direct method had been prepared by Miss Roberta Lavender, of the University of Texas: "What I Think of the Direct Method after One Summer in Columbia," by Miss Martha McLeod, of Houston High School; "Material to be Read before a Class Begins Caesar," by Miss Mary Mobley, of Whitis School in Austin; "A Lesson in Caesar Taught by the Direct Method," by Miss Lavender. The last paper was the only one read, and that was done by proxy on account of the illness of the author.

There was a good attendance, and many of the teachers took part in the discussions. A number were interested in the announcements about the different classical journals, and several new memberships were secured for the Association of the Middle West and South by the Vice-President for Texas. The chairman of the section is Professor John S. McIntosh of Dallas.

Faculty changes at the State University and elsewhere.—Professor W. J. Battle resigned the chair of Greek at the University of Texas to become professor of Greek at the University of Cincinnati, and Adjunct Professor George M. Calhoun accepted the assistant professorship of Greek at the University of California. Associate Professor Penick was advanced to the professorship of Greek, and Dr. J. O. Lofberg, of Oak Park, Illinois, was appointed instructor in Greek. Dr. E. S. McCartney, Fellow of the American School at Rome, was appointed instructor in Latin.

Miss Ruby Terrell, of the Dallas High School, was appointed professor of Latin in the new Normal School at Commerce.

Wisconsin

The University of Wisconsin.—The following two communications have been recently issued to school principals and to teachers of Latin throughout the state by Miss Frances E. Sabin, instructor in charge of the course for the training of teachers of Latin:

I: TO TEACHERS

In the interests of the students enrolled in the course for the training of Latin teachers in the University of Wisconsin and the cause of Latin teaching in the state in

general, it is my desire to get together under the heading of the "Equipment of the Latin Laboratory" such material as has been tested by the experienced teacher of secondary Latin and found distinctly worth while. I am asking your assistance on the ground of professional interest in an experiment which, if successful in Wisconsin, may eventually lead to a wider movement in the direction of rendering more practical assistance to the young Latin teachers in general than has been given in the past. If this idea appeals to you at all, will you look over the topics included under the heading of "Equipment" and send me a short discussion—perhaps a few paragraphs only—on any of the topics about which you feel deeply, or any printed material or suggestions of any kind which seem to you to fall properly under any of the headings in the outline? Such contributions will be kept in the Latin laboratory files under your name and will not be sent out or used in other ways except with your permission. You will of course allow me to pay the postage and meet any other expense involved.

Believing as we all do that the future of Latin is bound up in classroom results, I cannot help feeling that there are infinite possibilities for good in the movement if it can be kept on a practical basis. Your assistance will be most helpful to me.

II: TO PRINCIPALS

Firmly believing that the proper point of attack in the solution of the Latin question is the teaching of the subject and that it is entirely possible to better the situation in Wisconsin by rendering practical help to the teacher who by reason of his inexperience or lack of training may not see the issues clearly nor the way to reach them, the instructor in charge of the course for Latin teachers in the University of Wisconsin asks your co-operation in making the machinery outlined in the following pages under the heading of "A Latin Laboratory" effective in bringing about an improvement in the teaching of high-school Latin. This co-operation can be shown in many forms but most clearly, perhaps, in the following ways:

1. By visiting the Latin laboratory the next time you are in Madison and getting a first-hand knowledge of the material and the aim back of it.
2. By sending your young Latin teacher to visit it and talk over her difficulties, if she has any, and by suggesting to her that she make use of the facilities afforded for help through correspondence.
3. By sending to the instructor from time to time any idea you may have on the teaching of the subject, based upon your observation and experience, with suggestions for improvement, if any occur to you.
4. By reading the new *Latin Outline* recently sent to your teacher, the Latin Notes, and the supplementary bulletins.
5. By calling upon the Latin laboratory for any assistance it can render aside from that given to the teacher.

The foregoing is not intended to imply that the teaching of Latin at present is conspicuously poor. On the other hand, most fair-minded inspectors and school men agree that there is quite as much good teaching in the Latin classroom as there is in any other and that it is often distinctly better. But it means that those interested in Latin as a high-school subject should frankly recognize that there are still many defects which can be corrected and that the co-operation of the principal and teacher with any movement in the state that seems to offer a basis for practical assistance will help very largely to answer once and for all time the question as to the educational value of Latin in the secondary schools of the state.